

PERCEPTUAL MOTOR PROGRAM POLICY

Preamble

The Perceptual Motor Program (PMP) aims to teach children perceptions and understandings of themselves and their world through movement and motor experiences.

Rationale

An effective Perceptual Motor Program (PMP) has children work through a sequence of experiences to develop perception and motor outcomes along with memory training. Children become self-assured people, aware they have a place in the world, and aware of the contributions they can make to that world.

Guiding Principles

Perceptual Motor Programs integrate many areas of learning. By developing physical skills and fitness, students are able to function more successfully in all areas of the curriculum. Perceptual Motor Programs aim to train students to integrate auditory skills into memory retention, whilst completing physical tasks. Communication skills such as reading, writing, speaking, and the acquisition of numeracy skills involve motor-based activities. Most of a child's initial learning occurs through the complex processes of integrating sensory systems and physical environments.

Implementation

- The Perceptual Motor Program (PMP) will run for one hour each week of the Prep year. It may be considered at other year levels if staffing and facilities permit.
- The Perceptual Motor Program (PMP) will be run by at least one trained Physical Education staff member, supported by the Prep teachers.
- Staff members involved in the running of the Perceptual Motor Program (PMP) will be provided with professional learning opportunities related to the implementation of the program, so that they can contribute to the planning and evaluation criteria in consultation with the Physical Education specialists.
- The activities in the Perceptual Motor Program (PMP) will focus on locomotion, balance, fitness, eye/hand co-ordination, eye/foot co-ordination, body awareness, body control, fine motor control, spatial awareness, laterality, directionality and body rhythm.
- Activities in the Perceptual Motor Program (PMP) will be sequentially structured and will provide a challenge for each child in a non-threatening situation.
- Assessment of students will take into account the needs of the students at Mount Ridley P-12 College.
- Input and assistance from parents will be regularly encouraged and they will be stationed at activities, along with Prep teachers. Senior students may also be used to assist with the running of the program.
- During each equipment session, the children will be in predetermined groups, which will rotate through each activity.
- Each fortnight new activities will be introduced. If students are finding one activity in particular difficult then the activity can be practiced for a further week.
- Assessment will be directed by both PE teachers and prep teachers
- Assessment per term will consist of 1 gross motor skill and 1 fine motor skill as well as effort and behavior.

- Each time a new focus is introduced, for example, kicking or catching, activities will be adjusted to meet this focus.
- Follow up activities which link the language used during the Perceptual Motor Program (PMP) will be undertaken during the weekly Prep classroom schedule.
- Any required resources for the Perceptual Motor Program (PMP) will be purchased via the Physical Education budget and/or special grants.
- Each child's progress will be evaluated throughout the year using checklists and anecdotal records. Their progress will be reported on by the classroom teacher as part of the College student reporting cycle.

EVALUATION

As part of the College review cycle this policy will be reviewed every three years.

Date policy ratified: 14/08/2012

Date of next review: 2015

Date Policy ratified: 19/05/2015

Date of next review: 2018